



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Foreign Language (German) B1 III/IV p.	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr Daumantas Katinas Other: Assist. Prof. Dr Violeta Katinienė, Assoc. Prof. Dr Diana Šileikaitė-Kaishauri, Assoc. Prof. Dr Virginija Masiulionytė, Assoc. Prof. Dr Dalius Jarmalavičius, Assoc. Prof. Dr Diana Babušytė	Faculty of Philology, Institute for Languages and Cultures in the Baltic Sea Region, Department of German Philology

Study cycle	Type of the course unit
BA	individual studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
classroom	autumn	German

Requisites	
Prerequisites: A2-level German language proficiency	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	64	69

Purpose of the course unit		
This course aims to develop: the ability to communicate in written and oral German in a variety of communicative situations (B1 level); the ability to work and learn independently, applying the acquired knowledge in practice; the ability to organize one's own work and learning, choosing appropriate strategies for completing tasks; intercultural competence and the ability to work in a group with shared values; the ability to work in a multicultural environment and to communicate and cooperate in order to achieve common goals; creativity and the ability to respond innovatively and originally to different situations.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon completion of this course, the students will have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events having acquired the following skills in comprehension, mediation, interaction and production.		
Comprehension: students will be able to: <ul style="list-style-type: none"> understand the main points made in clear standard language on familiar matters, including short stories and other narratives; understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated with minimum interference from [auditory/visual] background noise; follow films in which visuals and action carry much of the storyline, catch the 	Communicative and active learning methods (reading tasks, working with audio-visual recordings, independent practical tasks). Analyzing their own performance and working on errors/mistakes. Self-evaluation tasks.	Practical assignments and tests during the term as well as written examination at the end of the term including: <ul style="list-style-type: none"> closed-ended tasks to evaluate comprehension skills (multiple-choice, yes/no, matching, etc.) open-ended tasks to evaluate comprehension skills (e.g., answering open-ended questions)

<p>main points in TV programmes on familiar topics when the delivery is relatively slow and clear;</p> <ul style="list-style-type: none"> • read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension; • understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language; • follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary. 		
<p>Mediation: students will be able to:</p> <ul style="list-style-type: none"> • relay (in Language B) the content of public announcements and messages, of detailed instructions or directions provided these are delivered clearly at normal speed as well as specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A); • interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) and the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A); • summarize in speech and in writing (in Language B) the main points made in clear, well-structured texts (in Language A) on subjects that are familiar or of personal interest; • provide an approximate translation (into Language B) of clear, well-structured informational texts (written in Language A) on subjects that are familiar or of personal interest; • take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly; • support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned; • demonstrate their understanding of the key issues in a disagreement on a topic familiar to them and make simple requests for confirmation and/or clarification. 	<p>Communicative and active learning methods (dialogues, role plays, pair work, group tasks; independent practical tasks).</p>	<p>Practical assignments and tests during the term as well as written examination at the end of the term to evaluate mediation skills including conveying (in Language B) simple information (in Language A)</p>
<p>Interaction: students will be able to:</p> <ul style="list-style-type: none"> • exploit a wide range of simple language to deal with most situations, enter unprepared into conversation on familiar topics, express personal opinions and 	<p>Communicative and active learning methods (dialogues/role plays, online interaction tasks, pair work, group tasks, discussion; independent practical tasks and presentations). Giving and analyzing feedback on the</p>	<p>Practical assignments and tests during the term as well as written and oral examination at the end of the term to evaluate written and spoken interaction skills:</p>

<p>exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);</p> <ul style="list-style-type: none"> • express and respond to feelings such as surprise, happiness, sadness, interest and indifference, give or seek personal views and opinions in discussing topics of interest; • follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification; • use telecommunications to have relatively simple but extended conversations with people they know personally; • compose personal e-mails/letters and notes, and notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in their everyday life; • make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail; engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour or event, or applying for membership; • interact online with a partner or small group working on a project, provided there are visual aids to clarify more complex concepts; • respond to instructions and ask questions or request clarifications in order to accomplish a shared task online. 	<p>delivered writing and speaking tasks to improve one's performance</p>	<ul style="list-style-type: none"> • answering open-ended question in writing and/or speaking, • responding in writing to a text or visual impulse • speaking tasks: delivering a dialogue/role play with a partner on a familiar topic
<p>Production: students will be able to:</p> <ul style="list-style-type: none"> • reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest; • give detailed accounts of experiences, describing feelings and reactions; • relate details of unpredictable occurrences, e.g. an accident; • relate the plot of a book or film and describe their reactions, describe dreams, hopes, ambitions, and events, real or imagined; • narrate a story; • express opinions on subjects relating to everyday life and briefly give reasons and explanations for opinions; • produce straightforward connected texts on a range of familiar subjects within their field of interest. 	<p>Communicative and active learning methods (group tasks, discussion; short presentations, essays, independent practical tasks). Giving and analyzing feedback on the delivered writing and speaking tasks to improve one's performance. Self-evaluation tasks</p>	<p>Practical assignments and tests during the term as well as written and oral examination at the end of the term including open-ended tasks to evaluate written and spoken production skills:</p> <ul style="list-style-type: none"> • writing short very simple texts on a given topic (responding to a text or visual impulse) • delivering short very simple presentations on familiar topics

Content ¹	Contact hours	Individual work: time and assignments
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¹ The topics may slightly vary depending on the main textbook chosen by the teacher.

	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
People. Youth and Adults. Family stories. Family traditions in various countries. Family models, roles of family members, relationships with relatives, friends and neighbors. Character traits.			7				7	8	various activities, tasks and exercises designed to develop comprehension, interaction, mediation and production skills: reading, listening, writing and speaking tasks, role playing, group discussions, debates, presentations, group projects
Body and soul. The human body. Description of a person's appearance. Health issues. The world of feelings. Expression of positive and negative emotions. Seeing a specialist. Asking for advice.			7				7	7	
Celebrations and holidays. Gift ideas. Cards, letters, events. Organising a party. Leisure activities: theatre, museums, cinemas, music. Cultural events.			7				7	8	
Healthy lifestyle. Healthy food. Culinary traditions and national dishes in various countries. Sports and other activities. Vocabulary and phraseology for human well-being.			7				7	7	
Education: studies in Germany. Study programs, universities and colleges. Student's daily activities.			7				7	8	
Nature: landscapes and cityscapes. Exploring Nature. Climate. Environmental pollution. Waste separation.			7				7	8	
Places to live. Advantages and disadvantages of city life and village life. Living conditions. Renting a house or an apartment.			7				7	7	
German language and its varieties. German speaking countries.			7				7	8	
Politics. Political system in Germany, federal states, elections.			8				8	8	
Total			64				64	69	

Assessment strategy	Weight %	Deadline	Assessment criteria
Completion of assignments, tasks and exercises, including presentations and tests. Will be specified by the teacher.	60%	during the semester	<p>The assessment criteria for oral and written assignments, tests and the final exam are based on the latest version of the CEFR (Common European Framework of Reference for Languages). Detailed criteria will be presented by the teacher during the first class.</p> <p>For grading a ten-point assessment scale is used:</p> <p>10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly.</p> <p>9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly.</p> <p>8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly.</p> <p>7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly.</p> <p>6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly.</p> <p>5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly.</p> <p>4, 3, 2, 1. Minimum requirements are not met.</p>
Exam (oral and written)	40% (20% + 20%)	after the completion of the course	

Author (-s)	Publishing	Title	Issue of a periodical or	Publishing house or web
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	year		volume of a publication	link
Required reading				
lecturer's materials on Moodle				
Funk, Hermann [u.a.]	2020	<i>Das Leben. Deutsch als Fremdsprache. B1: Gesamtband. Kurs- und Übungsbuch inkl. E-Book und PagePlayer-App</i>	1. Auflage	Cornelsen Verlag
„Deutsche Welle“	-	<i>Deutsch lernen</i>		https://learngerman.dw.com/de/deutsch-lernen/s-9095
Recommended reading				
Buscha, Anne, Szita, Szilvia	2021	<i>Begegnungen B1+. Lehrwerk für Deutsch als Fremdsprache</i>	3., überarbeitete Auflage	Leipzig, Schubert Verlag
Niebisch, Daniela [u.a.]	2020	<i>Schritte international neu 5. Niveau B1/1. Kurs- und Arbeitsbuch.</i>	1. Auflage	München, Hueber
Niebisch, Daniela [u.a.]	2020	<i>Schritte international neu 6. Niveau B1/2. Kurs- und Arbeitsbuch.</i>	1. Auflage	München, Hueber
„Schubert“		<i>Online-Übungen, Begegnungen B1+</i>		https://www.schubert-verlag.de/aufgaben/uebungen_b1/b1_uebungen_index.htm
„Hueber“		<i>Online-Übungen, Schritte international neu B1</i>		https://www.hueber.de/exercises/530-25153/?rootPath=/exercises/530-25153/

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